

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Topic A: Speaking

Indicator 1: Ask questions for a variety of purposes					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	a. Ask simple questions to request basic information, assistance, or permission, such as “What’s your name?”/ “What’s that?”/“Can I ...?”	a. Ask questions to request information, assistance, or permission using simple, polite question forms, such as, “Can you help me please?”	a. Ask questions to request information, assistance, directions, or permission using a variety of question forms, such as “Would you show me, please?”	a. Ask questions to request or clarify information, assistance, directions, or permission using a variety of question forms, such as “Could you tell me where to find...?”	a. Ask pertinent questions to request or clarify information, assistance, directions, or permission using a variety of questions forms, such as “Could you show me how to...?”
	b. Ask a few, simple yes/no or choice questions using basic sentence patterns, such as, “Is it red or blue?”	b. Ask a few, simple yes/no, choice or wh- questions using basic sentence patterns, such as, “What color is it?”	b. Ask wh- questions with who/which, what, where, when, with simple and compound sentence structures and correct subject-verb agreement, such as, “Which resource is good for this paper?” c. Ask tag and imbedded questions, such as, “You did your homework, didn’t you?”	b. Ask wh- questions including why and how, with compound and complex sentence structures and correct subject-verb agreement, such as, “How should I answer this question?” c. Ask tag and imbedded questions, such as, “You did your homework, didn’t you?”	b. Ask a variety of informational questions using affirmative and negative sentence structures and correct subject-verb agreement, such as, “Why isn’t this the correct answer?” c. Ask tag and imbedded questions, such as, “Tell me how to paraphrase this quote.”

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Topic A: Speaking

Indicator 2: Apply vocabulary appropriately in a variety of contexts.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. With a great deal of prompting, use routine, high frequency expressions, such as, “I’m going to my locker.”</p> <p>b. Use high frequency words or phrases appropriate to audience and context, when communicating in most basic, interpersonal situations.</p> <p>c. Use basic phrasal verbs, such as, “Turn on the light,” or “take out your book.”</p>	<p>a. With some prompting, use routine expressions, such as, “I need to go to my locker.”</p> <p>b. Use words, phrases, and short sentences appropriate to audience and context, when communicating in interpersonal situations.</p> <p>c. Use common phrasal verbs, such as, “I was scared when the plane took off.”</p>	<p>a. With prompting, use routine expressions, such as, “I forgot my book and need to go to my locker.”</p> <p>b. Use words, phrases, and sentences appropriate to audience and context, to convey specific ideas and feelings.</p> <p>c. Use a few idiomatic expressions and common phrasal verbs differentiating the figurative meaning from the literal meaning.</p>	<p>a. With little prompting, use routine expressions independently, such as, “I forgot my book and need to go to my locker.”</p> <p>b. Use words, phrases, and multiple sentences appropriate to audience and context, to convey specific ideas, attitudes, and feelings.</p> <p>c. Use some idiomatic expressions, slang and phrasal verbs distinguishing their connotative meaning from their denotative meaning.</p>	<p>a. Use routine expressions independently, such as, “I forgot my book and need to go to my locker.”</p> <p>b. Use low frequency words and phrases, and multiple sentences appropriate to audience and context, to convey specific ideas, attitudes, and feelings.</p> <p>c. Use idiomatic expressions, slang and phrasal verbs distinguishing their connotative meaning from their denotative meaning, such as, “Break a leg!”</p>

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Indicator 3: Speak with sufficient clarity and fluency to be understood.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Use comprehensible pronunciation (with many errors) of minimal pairs and single syllable words and common phrases in basic, social situations with many errors, such as have/half.</p>	<p>a. Use comprehensible pronunciation (with many errors) when speaking in basic social and academic situations using multi-syllabic words, common phrases, and basic vocabulary such as, “I want to buy a half gallon of ice cream.”</p> <p>b. Speak with some degree of fluency on social topics, using simple sentences.</p>	<p>a. Use appropriate pronunciation including word stress, intonation, rhythm, pitch and inflection (with errors) when speaking in basic social and academic situations using multi-syllabic words, phrases, and simple and compound sentences such as, “I love pizza, so I’ll have two slices.”</p> <p>b. Speak with moderate fluency on social and some academic topics, using simple sentences.</p>	<p>a. Use appropriate pronunciation including word stress, intonation, rhythm, pitch and inflection (with some errors) when speaking in a variety of situations, such as, “I’ll have a half of this sandwich.”</p> <p>b. Speak with a moderate yet non-native degree of fluency on a variety of social and academic topics, using varied sentence types.</p>	<p>a. Use appropriate pronunciation (with few errors) including word stress, volume, intonation, rhythm, pitch and inflection when speaking in a variety of social and academic situations.</p> <p>b. Speak with appropriate fluency on a variety of social and academic topics, using varied sentence types.</p>

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Topic A: Speaking

Indicator 4: Express personal information, ideas and opinions					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Communicate basic wants, needs and likes/dislikes as related to school and social situations using simple repetitive phrases, such as, “I like apples” or “I have algebra homework.”</p> <p>c. Participate in simple social conversations with peers and adults.</p>	<p>a. Communicate basic wants, needs and likes/dislikes as related to school and social situations using simple sentence patterns, such as, “I need a calculator.”</p> <p>b. Explain actions, choices, and decisions using simple sentences in social and academic settings, such as, “I am writing about my grandfather. He is a good man.”</p> <p>c. Participate in conversations with peers and adults on familiar topics to accomplish social and academic tasks.</p>	<p>a. Articulate wants, needs, opinions and feelings as related to school and social situations using sentence patterns, such as, “I think English is harder than Math.”</p> <p>b. Explain actions, choices, and decisions using simple, compound and complex sentences in social and academic settings, such as, “I am writing about my grandfather because is a hero.”</p> <p>c. Participate in and paraphrase conversations with peers and adults, on unfamiliar topics to accomplish social and academic tasks.</p>	<p>a. Articulate wants, needs, opinions, and feelings as related to school and social situations using varied sentence types, such as, “I think that ...”</p> <p>b. Explain actions, choices, and decisions with supporting details in varied sentence types in social and academic settings, such as, “When I am 16 I want to drive a car to school.”</p> <p>c. Negotiate and initiate conversations by questioning, restating, requesting information, and paraphrasing the communication of others to accomplish social and academic tasks.</p>	<p>a. Express opinions and feelings about specific issues with supporting details using varied sentence types and expressions, such as, “It seems to me that if...”</p> <p>b. Explain actions, choices, and decisions, including hypothetical situations in varied sentence types in social and academic settings, such as, “If I were 16, I would drive a car to school .”</p> <p>c. Negotiate interaction by sharing and requesting information, expressing needs, feelings, and ideas, seeking assistance, and responding appropriately to feedback to accomplish social and academic tasks.</p>

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Indicator 5: Use standard academic American English grammar to develop accuracy and clarity in oral communication					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Communicate using high frequency words, phrases, and memorized sentence patterns with affirmative and negative statements and simple interrogatives.</p> <p>b. Communicate with many errors, using some common verbs in declarative and interrogative statements with simple present and present progressive tenses.</p> <p>c. Use basic, high frequency modifiers to augment oral language, such as adjectives and adverbs in simple descriptions.</p> <p>d. Use correct subject pronouns to convey meaning, such as, "She is my friend."</p>	<p>a. Communicate using words, phrases, interrogatives, affirmative and negative statements and short imperative statements with correct subject-verb agreement.</p> <p>b. Communicate with errors, using common verbs in simple present, regular past, future, and present and past progressive tenses.</p> <p>c. Use modifiers to augment oral language, such as adjectives and adverbs in simple descriptions.</p> <p>d. Use correct subject and possessive pronouns to convey meaning, such as "Where's my friend?"</p>	<p>a. Communicate using simple, compound and some complex affirmative and negative statements and short imperative statements with correct subject-verb agreement.</p> <p>b. Communicate with errors, using verbs in simple present, regular and some irregular past, future tenses, present and past progressive tenses, some perfect tenses, and some conditionals.</p> <p>c. Use modifiers in correct word order to augment oral language, such as in "beautiful, blue coat."</p> <p>d. Use correct possessive and reflexive pronouns to convey meaning, such as, "It's your book, not mine," and "I gave it to her myself."</p>	<p>a. Communicate using compound and complex affirmative and negative statements, and imperative statements sentences with correct subject-verb agreement and using modal auxiliaries.</p> <p>b. Communicate with some errors, using simple, progressive, and perfect tenses, passive voice, reported speech, and conditionals.</p> <p>c. Use modifiers in correct agreement in number, including some adverbs and sensory words.</p> <p>d. Use correct pronouns to convey meaning in direct and indirect questions, such as, "I will ask the teacher what book to bring."</p>	<p>a. Communicate using varied simple to complex sentences with correct subject-verb agreement using modal auxiliaries, and conditionals.</p> <p>b. Communicate with few errors using a variety of tenses.</p> <p>c. Use a variety of modifiers, including adverbs and quantifiers with count nouns.</p> <p>d. Use correct relative pronouns to convey meaning in relative clauses, such as "the apple, which was red and shiny, looked good to eat."</p>

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	e. Articulate inflected endings, such as “plural –s.”	e. Articulate inflected endings, such as past tense endings /d/, /t/, /id/.	e. Articulate inflected endings, such as third person singular /s/, /z/, /iz/.	e. Consistently and accurately articulate inflected endings.	e. Utilize skills mastered at previous level.
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Topic A: Speaking

Indicator 6: Formulate and present academic information, concepts and ideas for a variety of purposes.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Formulate and practice academic presentations using appropriate short phrases, such as, “Annapolis is the capital of Maryland.”</p> <p>b. Articulate understanding of academic information using organizational strategies, such as using a guided dialogue to present information.</p> <p>c. Use limited accuracy in pronunciation to deliver academic information using short phrases and simple sentences.</p>	<p>a. Formulate and practice academic presentations using simple sentences, such as, “Annapolis is a small city on the Severn River, and is the capital of Maryland.”</p> <p>b. Articulate understanding of academic information using organizational strategies, such as using an outline to present a procedure.</p> <p>c. Use appropriate accuracy in pronunciation and intonation to deliver academic information using short phrases and simple sentences.</p>	<p>a. Formulate and practice academic presentations using simple and compound sentences, such as, “Annapolis, which is a small city located on the Severn River, is the capital of Maryland.”</p> <p>b. Articulate understanding of academic information using organizational strategies, such as stating information using graphic organizers during an oral presentation.</p> <p>c. Use appropriate accuracy in pronunciation, voice projection, and intonation to deliver academic information using simple and compound sentences.</p>	<p>a. Formulate and practice academic presentations using simple, compound, and complex sentences, such as, “Annapolis, which is a small city located on the Severn River, is the capital of Maryland, and home of the United States Naval Academy.”</p> <p>b. Articulate understanding of academic information using organizational strategies, such as using note cards to deliver persuasive speech.</p> <p>c. Use appropriate accuracy in pronunciation, voice projection, and intonation to deliver academic information using simple, compound, and complex sentences.</p>	<p>a. Formulate and practice academic presentations using multiple sentence structures.</p> <p>b. Articulate understanding of academic information using organizational strategies, such as presenting and defending research.</p> <p>c. Use appropriate accuracy in pronunciation, voice projection, and intonation to deliver academic information using multiple sentence structures.</p>

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	d. Use nonverbal communication when presenting, such as good posture, and limited use of gestures.	d. Use nonverbal communication when presenting, such as good posture, gestures, and limited movement.	d. Use nonverbal communication when presenting, such as good posture, gestures, movement and proximity to listener.	d. Use nonverbal communication when presenting, such as good posture, eye-contact, gestures, movement, appropriate proximity to listener and making eye contact.	d. Utilize skills mastered at previous level.
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Topic A: Speaking

Indicator 7: Participate in discourse using verbal and non-verbal communication strategies on a variety of social and academic topics.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Participate in highly structured pair conversations on some interpersonal and familiar academic topics using discourse strategies, such as taking turns.</p> <p>c. Use self-correcting strategies for language production such as starting over in highly contextualized discourse.</p> <p>d. Use common social cues and pragmatics in basic interpersonal situations, such as</p>	<p>a. Participate in somewhat structured pair conversations on interpersonal and familiar academic topics using discourse strategies, such as taking turns.</p> <p>b. Employ limited opportunities to take risks in using unfamiliar language</p> <p>c. Use self-correcting strategies for language production, such as starting over and rephrasing in contextualized discourse.</p> <p>d. Use common social cues and pragmatics in somewhat varied interpersonal</p>	<p>a. Participate in pair and small group conversations on interpersonal and familiar academic topics using some appropriate discourse strategies, such as using wait time and responding to audience cues.</p> <p>b. Employ some opportunities to take risks in using unfamiliar language</p> <p>c. Use self-correcting strategies for language production, such as starting over and rephrasing in somewhat contextualized discourse.</p> <p>d. Use social cues and pragmatics in social and academic discourse, such as</p>	<p>a. Participate in pair, small group, and whole class conversations on interpersonal and academic topics using some appropriate discourse strategies, such as responding to audience cues.</p> <p>b. Employ frequent opportunities to take risks in using unfamiliar language</p> <p>c. Use self-correcting strategies for language production, such as starting over, rephrasing, and taking time to explore alternative verbalizations in somewhat decontextualized discourse.</p> <p>d. Use social cues and pragmatics when participating in social and academic</p>	<p>a. Participate effectively in pair, small group, and whole class conversations on interpersonal and academic topics using appropriate discourse strategies.</p> <p>b. Utilize skills mastered at previous level.</p> <p>c. Use self-correcting strategies for language production, such as starting over, rephrasing, and taking time to explore verbalization in decontextualized discourse.</p> <p>d. Use appropriate social cues and pragmatics when participating in social</p>

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	pausing at the end of a sentence.	situations, such as pausing at the end of sentences and paragraphs.	pausing in appropriate places during discourse, such as stating, “It’s too hot,” and adding cold water to the mixture.	discourse, such as stating, “Gosh, it’s hot in here,” and opening a window.	and academic discourse, such as in the delivery of an oral presentation.
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